

CASE STUDY

Name of School:	GIBSIDE SPECIAL SCHOOL		
School Post Code:	NE16 5AT	Project Completion Date:	Ongoing
Eco-Coordinator:	Jo Harwood	Current Award Level:	Green Flag
Project Title:	Gibside Special School help provide clean water for their partner school in Tanzania		

Eco-Schools Topic: Please enter "X" in relevant boxes

Water:	X	Healthy Living:	
Waste:		School Grounds:	
Litter:		Biodiversity:	
Energy:	X	Global Perspective:	X
Transport:		General:	



PROJECT BACKGROUND

Why did you decide to undertake this project? (I.e. was it a particular issue in school or part of a larger campaign)

What aims did you have starting out?

At Gibside School we have well established links with our partner school – Korongoni Unit, in Tanzania. Following two successful staff visits to the school and many collaborative work projects between the schools we decided that the next step would be to link our partnership with our Eco-Schools work.

Following discussion with the children about clean and dirty water, the Eco Warriors decided to help raise money to purchase an Aquafilter for the school and for the surrounding villages.

Our primary aim was to raise £300, this was soon extended to £500 to try to help more families.

The project is being run as a collaboration between the Eco-Schools co-ordinator and the International School co-ordinator.

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ACTION

How was the project delivered?

Was the project topic integrated into the curriculum? If so, please describe how.

The whole school follows a creative curriculum. For the Spring term the overall theme was 'environment'. All classes chose how they wanted to cover aims and objectives relating to sustainability and the core areas of Eco-School. And through what aspects of the environment they wanted to achieve these aims. Several classes chose water in order to link with the project. We looked at water consumption at home and compared this to water in the third world. In addition classes also looked at conservation and animals that live in the sea – linking this to many key stories in language and literacy.

An initial class assembly was held, linked to the term's Eco theme of water. The children (including two Eco Warriors) presented the work they had been doing on water. A visitor from Aquafilter then did a demonstration of how the filter worked.

Another class followed this up a few weeks later, sharing the work they had done and holding a coffee morning to raise more money for the appeal.

Fairtrade day again focused on our water project and encouraged children to buy fairtrade produce from which the school based profit would go to the water project.

There have also been class based fund raisers – such as the sale of raffle tickets for an Easter cake, again with the funds raised going to the Aquafilter project and a current scheme to collect pennies in old water bottles.

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PUPIL LEADERSHIP

How did you get the pupils involved? How did they have ownership?

The Eco warriors contributed ideas in their termly meeting – collecting pennies, choosing to raise money for saving children from dirty water etc. The children have presented the assemblies and helped make things like the cakes for the coffee morning and raffles.

In addition all children in the school have been involved in the curriculum work and the work partnership with the school in Tanzania. Children also looked at ways we could possibly save water with our own consumption in school.

The children in our school need support to present their ideas due to the nature of their learning difficulties. However, this never stops them getting involved in all experiences, activities and FUN involved with these projects!!

FUNDING

Did you have to source funding for the project?

No, we make our own funds!

PROJECT SUPPORT

Did you receive any support from parents, staff or outside agencies in regards to the project?

We have a very committed group of parents who support the school. They have assisted with the coffee mornings, bought raffle tickets and attended assemblies.

Through our links with Development Direct (International Schools) we have organised work with another link school in Newcastle and they are going to take the Aquafilters over to Tanzania on their impending visit. This saves the project money and means more of the money goes to supporting the school over there and the children directly.

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CHALLENGES

Did you have to overcome any challenges to make the project succeed?

We are a busy school with many ongoing projects. We are currently developing the land around the school for a wildlife memorial garden, for an outdoor adventure area and to extend our gardening facilities. In addition to this the constant needs for specialised equipment, resources and support means that we need to maintain the focus and support for EACH project.

We source as much as we can through public donations – time, resources or monetary, but need to justify and be conscious of all the requests we make.

RESULT

How have the pupils benefitted from the project?

Have there been any other benefits for the school as a result of the project?

The children have learned so much about the resources our planet has and the importance of looking after it for themselves and for others. They have an understanding of the world outside the relatively small sphere of influence around them.

We are unable to measure the specific value this has given to the children. However, in our general school running costs, in a period where budgets are becoming ever tighter, we are saving more and able to reinvest funds from utilities into the children's education.

IMPACT

How did you measure and monitor the impact of the project?

The project will be measured through feedback from our sister school in Tanzania.

The impact within school is reflected in our young peoples' attitudes and respect for the world around them and their developing social conscience.

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THE POD

Have you used any of the educational resources or activities on www.jointhepod.org or taken part in any of their campaigns?

The POD has been a great resource for supporting focus weeks. We have used many resources as a basis for our own work and have adapted them for the nature of children we work with.

The POD always keeps us up to date with the latest events and news.

OTHER EDUCATIONAL RESOURCES

Have you used any other educational resources or participated in any local or national campaigns or events?

No

LESSONS LEARNED

What advice would you give to schools that want to follow in your footsteps?

Get involved!!! It doesn't take much. You'll find that there are many opportunities to link to other projects going on in school.

The children really enjoy working as a whole school, interacting and sharing with peers they don't normally spend time with, striving for a common goal.

NEXT STEPS

Has this project inspired or driven other Eco-Schools ideas? What is the school working on next?

It is one of many ongoing, long-term projects. We appreciate that sustainability is the key to the future and that our school environment is what we make of it!

EXTERNAL SUPPORT

Has your school received any Local Authority support with regards to the Eco-Schools Programme?

We worked on a project to develop our food technology room, which linked with IKEA and the Local Authority. Despite the outlay cost to the school, the LA and community business link both supported us. We now have a fantastic new kitchen with low energy facilities, recycling opportunities and a fantastic learning environment.